DOCUMENT RESUME

ED 340 202 FL 019 318

AUTHOR Scarino, Angela; And Others
TITLE Evaluation, Curriculum Renewal, and Teacher Development. Australian Language Levels Guidelines. Book 4.
INSTITUTION Australian National Curriculum Resource Centre, Adelaide.
REPORT NO ISBN-0-642-53270-2
PUB DATE 88
NOTE 47p.; For related documents, see FL 019 315-317.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reference Materials - Vocabularies/Classifications/Dictionaries (134)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; Foreign Countries; Glossaries; *Inservice Teacher Education; Program Development; Program Evaluation; Records (Forms); *Second Language Programs; Staff Development; State Standards; Student Centered Curriculum; *Teacher Education Curriculum
IDENTIFIERS *Australia; Australian Language Levels Project

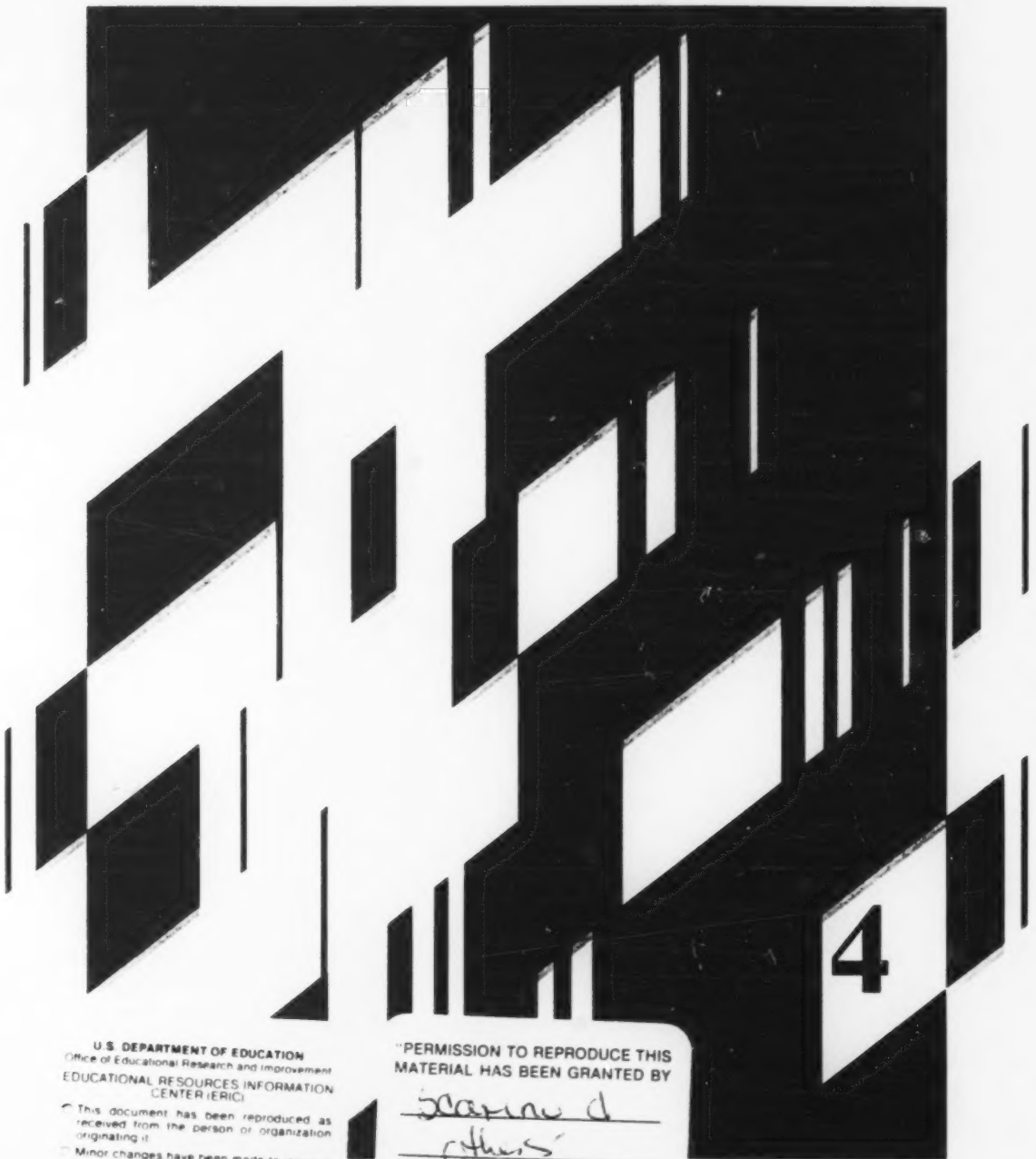
ABSTRACT

The Australian Language Levels (ALL) Project offers a coherent model for elementary and secondary language curriculum design. Book 4 of the four-volume series discusses aspects of curriculum change and inservice teacher education, emphasizing the fact that curriculum and staff development are ongoing processes. A section on implementing curriculum change looks at trends and directions in curriculum development, the concept of curriculum renewal, and the teacher's role in that process. A discussion of evaluation as it relates to curriculum renewal focuses on the purposes and processes of curriculum evaluation and the use of the ALL guidelines to that end. Principles guiding and conditions promoting teacher education are examined, and general and specific issues in the planning of inservice teacher education programs are outlined. Coordination of inservice activities is also addressed. Appended materials include forms for syllabus and program evaluation, evaluation of the teaching/learning approach according to the eight principles of language learning outlined in Book 1, evaluation of resources, and evaluation of the student assessment process and method. A glossary of terms used in all four volumes of the series is included. Contains 1 reference. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

AUSTRALIAN LANGUAGE LEVELS GUIDELINES

Evaluation, Curriculum Renewal, and Teacher Development



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joanne A Others

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

FL019318

Australian Language Levels Guidelines

Book 4

Evaluation, Curriculum Renewal, and Teacher Development

Angela Scarino
David Vale
Penny McKay
and John Clark

Curriculum Development Centre

© Commonwealth of Australia, 1988

Published by the Curriculum Development Centre,
P.O. Box 34, Woden, A.C.T. 2606

Evaluation, curriculum renewal, and teacher development.

ISBN 0 642 53270 2.

1. Language and languages — Study and teaching — Australia. 2. Curriculum change — Australia. I. Commonwealth Schools Commission (Australia). Curriculum Development Centre. (Series: Australian language levels guidelines; bk. 4).

418'.007'094

References to the teaching and learning of languages in these guidelines refer to the teaching and learning of languages other than English and English as a second language. The *ALL Guidelines* do not directly address the teaching of 'English' as a subject.

Contents

The Essence of ALL iv

Implementing Curriculum Change 1
- Trends in curriculum development 1
- A definition of curriculum renewal 3
- The role of the teacher in the curriculum renewal process 4

Evaluation and Curriculum Renewal 6
- A definition of evaluation 6
- The purposes of evaluation 7
- What to evaluate 7
- The process of evaluation 8
- Evaluating the curriculum using the *ALL Guidelines* 10

Teacher Development 11
- Principles to guide teacher development 11
- Conditions which promote teacher development 14

Planning an Inservice Program 16
- The general context for planning 16
- Planning a specific inservice education program 18

Coordinating Inservice Activities 22

Appendix 23
- Pro formas for:
- Syllabus Evaluation 24
- Program Evaluation 26
- Evaluation of Teaching/Learning Approach 28
- Evaluation of Resource(s) 30
- Evaluation of Assessment Scheme 32

Bibliography 33

Glossary 35

List of tables and diagrams

Table 1: Differences in curriculum development practices 3
Table 2: Levels of teacher awareness 13
Table 3: Types of inservice education programs 17
Diagram 1: The curriculum jigsaw 4

The Essence of ALL

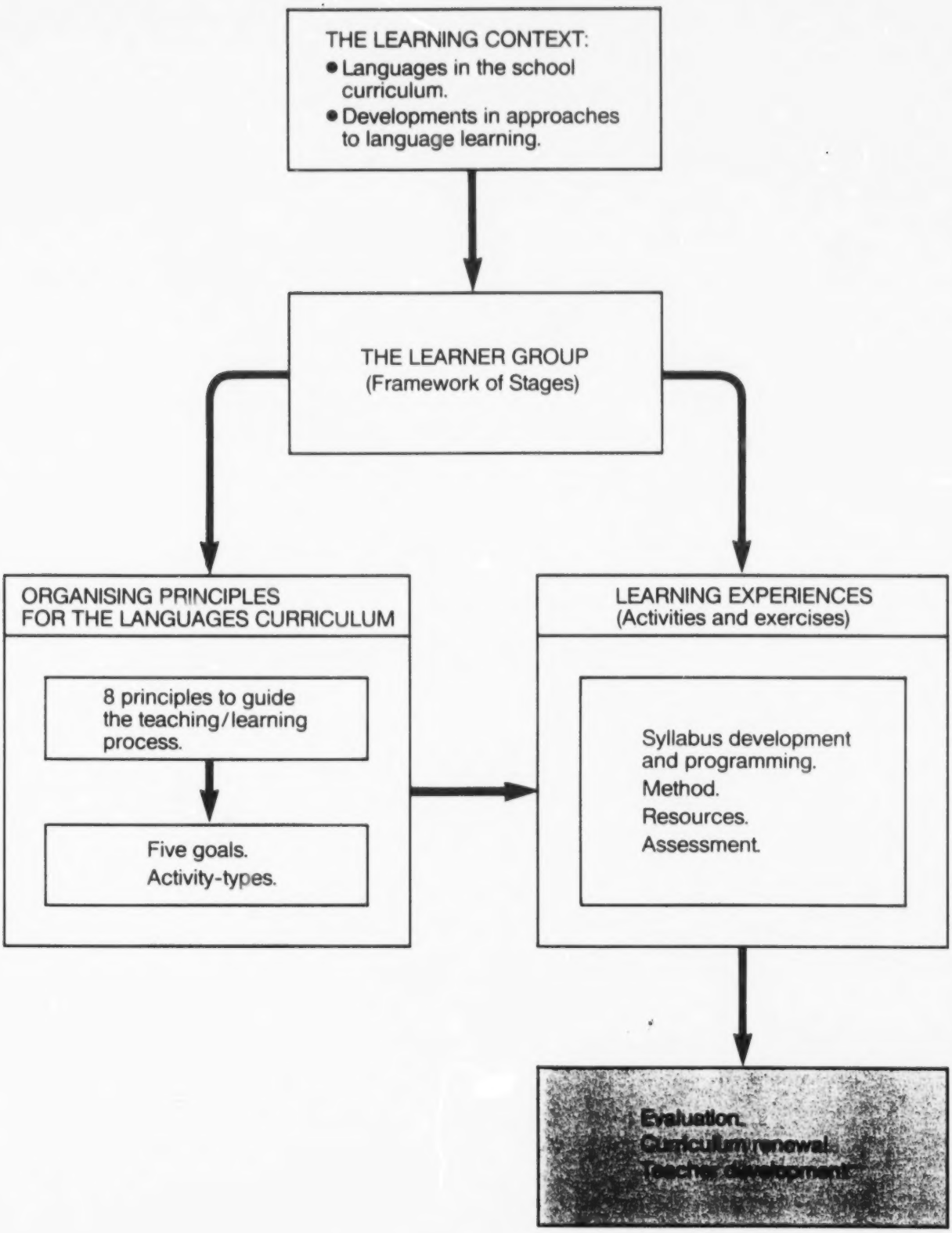
The curriculum model presented in the *ALL Guidelines* has been developed for school language learning, and is based on good classroom practice and developments in approaches to language teaching and learning. It advocates a learner-centred approach. Learner characteristics are described, and language syllabuses and programs are organised by means of a proposed Framework of progressive, age-related Stages.

The ALL languages curriculum focuses on the nature of language learning, which is described through eight principles of language teaching/learning. Learners engage in a range of learning experiences (both activities and supporting exercises) which involve purposeful language use. Activities are designed to help learners work towards common goals of language learning, outlined in five broad areas. Activities are categorised into six activity-types, in order to ensure a spread of language use and cover a range of contexts and purposes.

The eight principles, the five goals, and the activity-types are the organising principles of the ALL languages curriculum. They influence the content of learning (planned in syllabuses and programs), as well as the process of learning (described in terms of teaching method, resources, and assessment).

The ALL curriculum is dynamic and subject to constant refinement through 'curriculum renewal'. This is an evolutionary process of critical evaluation which enables teachers to fine-tune the curricular skills that they use to design and implement language programs. It is in this way that their programs become increasingly responsive to the needs and interests of learners.

The diagram on the following page highlights those components of the ALL languages curriculum which are the focus of this book.


THE LEARNING CONTEXT:
• Languages in the school curriculum.
• Developments in approaches to language learning.
THE LEARNER GROUP
(Framework of Stages)
ORGANISING PRINCIPLES FOR THE LANGUAGES CURRICULUM
8 principles to guide the teaching/learning process.
Five goals.
Activity-types.
LEARNING EXPERIENCES
(Activities and exercises)
Syllabus development and programming.
Method.
Resources.
Assessment.
Evaluation.
Curriculum renewal.
Teacher development.

Implementing Curriculum Change

Trends in curriculum development

In the discussion in Book 1 of developments in approaches to language teaching and learning, Skilbeck's (1982) three different educational value systems (classical humanism, reconstructionism, and progressivism) are used as a vehicle to describe broad approaches to language teaching and learning. These terms, arbitrary though they may be, offer just as convenient a framework for the examination of trends in curriculum development.

The classical humanist approach

Although the classical humanist approach to the teaching and learning of languages is still favoured by some teachers today, the classical humanist approach to curriculum renewal appears to have been superseded in most parts of Australia. Classical humanism entrusted curriculum renewal to the universities as guardians of the nation's wisdom, and to school inspectors as guardians of the nation's standards. The former controlled the examination system, which in turn controlled what was taught. An inspectorate attempted, through visits to schools, official reports and advisory documents, and one-off inservice conferences, to spread good practices from one context to another. The curriculum was largely controlled by public examinations, and reform was brought about by changes to the examinations made by the controlling examination panels. These were usually dominated by university interests. Thus, in the classical humanist model, most school curriculum development was heavily influenced by the universities.

The reconstructionist approach

Reconstructionism gives rise to another version of curriculum renewal which is external to the classroom. Here, a consensus on objectives or policy is usually achieved by a government appointed committee which then appoints subject specialists (often no longer classroom practitioners) to develop a new curriculum package. The package is usually presented in the form of a new course or a set of materials which embody the official syllabus and which are subsequently despatched to schools. Training in how to use the package is provided either by the central experts, or by teams trained by them. Schon (1971) has called this form of implementation of innovation 'the research, development, and diffusion model'. The research and development occur outside the school, and the new curriculum package exists fully developed (sometimes commercially) prior to diffusion.

It can be claimed on the basis of experience that the 'top-down' or external curriculum development, which is embodied in the classical humanist and recontructionist approaches, is by itself inadequate. If a new curriculum package is to be effective, an 'adoption phase' is essential, during which teachers are informed about the new package and helped to develop the new knowledge, skills, and strategies required to put it to use. There also needs to be a properly organised structure for school-based inservice education, designed to assist school language departments to adapt the external package to their own classroom requirements. Teachers need to view any new curriculum package not as a panacea, but as an enlightened hypothesis, which must be tested against the realities of the particular classroom in which it is to be used. The assumption behind the research, development, and diffusion packages tends to be that all classrooms are more or less alike, whereas the reality is that there are often fundamental differences in personalities, achievements, attitudes, resources, classroom facilities, and many other contextual features across schools that make such an assumption untenable. Extended inservice training at a local level ensures that teachers do not passively adopt a new curriculum package (or commercially produced textbook) but learn how to adapt it in the light of local perceptions and experience.

It is vital to the health of an educational system that there exist a framework and a climate which permit willing teachers to innovate beyond existing patterns both at

regional and school level, since it is from such work that the next generation of curriculum development will derive its impetus. Inevitably, if the reconstructionist type of curriculum development is to be responsible, it must be based on classroom reality. Its primary concern, therefore, ought to be to discover where the best generalisable classroom practices exist, and to embody these in a new curriculum, rather than to set out to create a new order based on untested hypotheses. Ultimately, therefore, responsible research, development, and diffusion work is dependent upon effectively organised school-based development.

The progressivist approach

The progressivist approach is generally characterised by a concern for school-based curriculum renewal. Whereas the reconstructionist model tends to present schools with externally devised, packaged 'solutions' to their problems, the progressivist model encourages teachers to diagnose their own problems, and then provides the necessary support to assist teachers to solve them. There appear to be two basic ways of accomplishing this. The first is to provide teachers with an outside research or development agent with whom they can collaborate. The outside agent provides the research or developmental expertise, and the teachers are cast in the role of clients seeking a solution to their problems through dialogue with the 'expert'. Macdonald and Walker (1976) refer to this as the 'problem-solving approach'. The disadvantage of the approach is that there are very few researchers to whom classroom teachers can turn, for researchers tend to be more concerned with academic purity and non-intervention, than with the need to make compromises and assist teachers to make difficult decisions on the basis of incomplete or less than ideal research data.

The other more common and more generalisable model in the progressivist approach is to provide teachers with an accessible and permanently available support service, whose basic task is teacher development. Those in the support service act both as consultants or advisers who supply information or access to it, and as facilitators who are able to provide the organisational requirements for teachers to meet together to analyse problems, discuss alternative solutions, implement them, and then evaluate the results in the light of their own classroom realities.

In the progressivist approach, teacher development means enabling teachers to carry out ongoing action-research as part of their normal classroom procedure. In this approach, curriculum development and teacher development become one and the same thing. As Rudd (1973) puts it:

> I regard it as axiomatic that the teacher who learns from his [sic] own experience understands in a way that is just not available to persons who merely try to follow the instructions of others ... Experience-based innovation not only promotes pedagogical skill; from the manner in which the new skill is accumulated, the teacher also learns concurrently the art of mastering new professional skills and that confidence and sureness of touch which are hallmarks of the full professional. In short, I see the local curriculum development group as a setting within which teachers can become the willing agents for their own continuing professional education.

Innovations in school language learning in Britain in the late 1970s afford a striking example of effective progressivist curriculum renewal. The various schemes that emerged under the broad umbrella of the Graded Objectives in Modern Languages Movement (GOML) were created by groups of language teachers who came together to solve the problems posed by the teaching of languages to learners across the whole ability range (Harding, Page, and Rowell 1980; Clark 1987). These groups were aided by regional or local support services.

Without the mediation of such support services to provide a forum for debate and action, school or classroom-based innovation is often dissipated through lack of appropriate information, lack of funds, and lack of an essential critical climate. As Hoyle (1973) writes:

> If problem-solving is seen in terms of the individual school then it is unlikely to be successful, unless the school can draw on external materials, services, and other forms of help from outside ... People's attitudes are changed by other people, and this suggests the greater use of group methods in effecting value changes.

In such an approach, there is always a danger that teachers are required to make a commitment of time and energy beyond what they are willing and/or able to manage in order to carry out their curriculum tasks effectively. Such problems are usually obviated if teachers are supplied with adequate support and time to perform the task properly. The various differences in curriculum development practices are summarised in Table 1.

Table 1: Differences in curriculum development practices

	Classical Humanism	*Reconstructionism*	*Progressivism*
Agency for curriculum renewal	• Agent for change is outside the classroom • Examination board, largely dominated by university interests • Inspectorate • 'Top-down' change	• Agent for change is outside the classroom • Committees of experts set up to develop new policies and packages • 'Top-down' change	• Agent for change is inside the classroom • Teachers who come together to renew their own curricula • 'Bottom-up' evolution
Forms of innovation	• New examination syllabuses which are then embodied in new course materials published commercially • Production of official syllabuses and guidelines	• A new policy and/or curriculum package, usually in the form of a new course book or set of materials embodying a new syllabus	• Small scale attempts to improve different parts of the curriculum jigsaw one after the other
Form of teacher development	• Annual inservice courses at which good practices are shared	• Inservice courses to assist teachers to 'adopt' a new curriculum package	• Inservice workshops at which teachers analyse their own problems, search for and discuss possible solutions, and then experiment with them in the classroom • Teacher development and curriculum renewal are inextricably linked

Conclusion

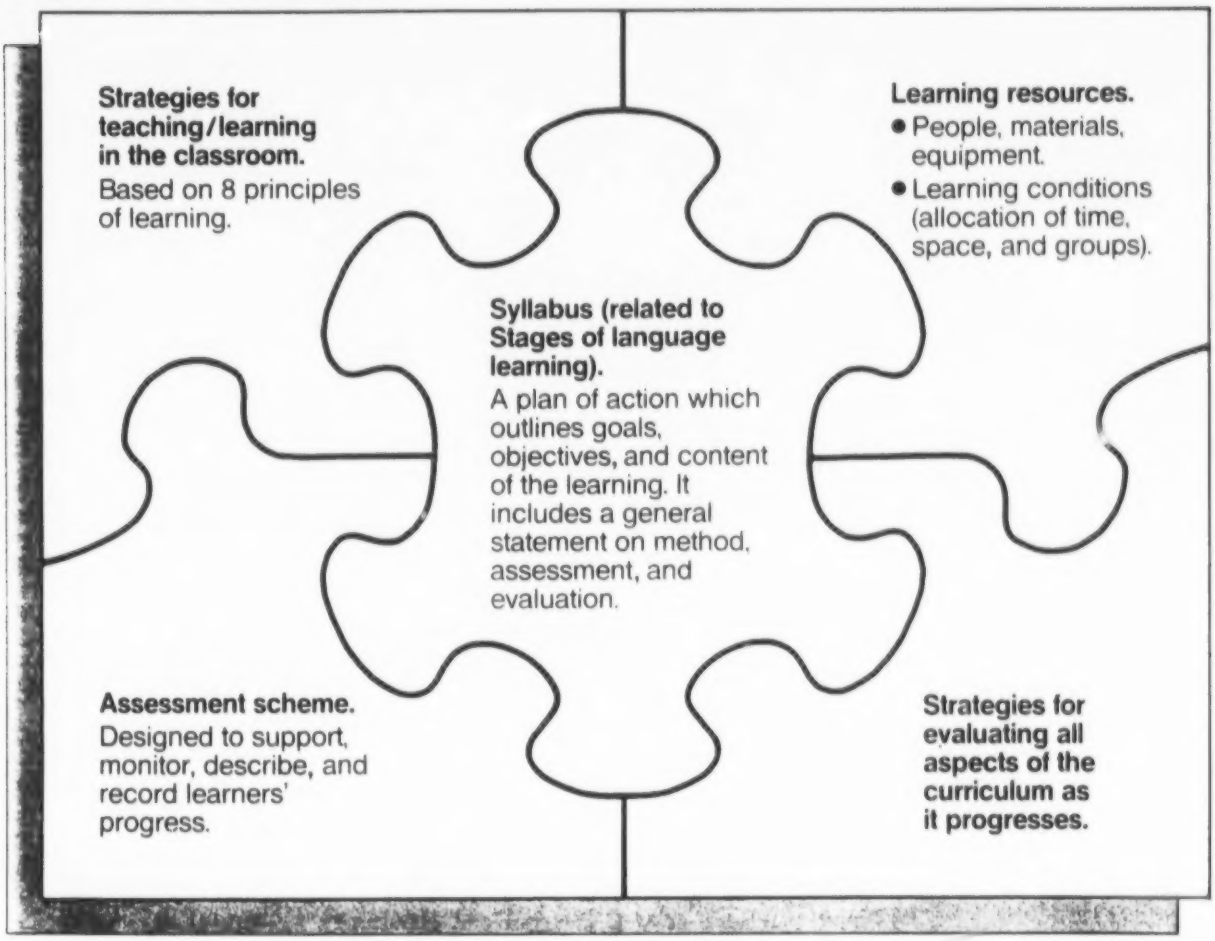
It seems sensible to work towards a model of curriculum development which combines the best features of the approaches described. Such a model would provide adequate guidance as well as room and opportunity for innovation, and for the involvement of those teachers who are prepared to devote their experiential wisdom, time, and energy to the evolution of more appropriate curricula. The model would also provide sufficent structure and guidance for those teachers who may lack the time, expertise, energy, or confidence to develop their own solutions to their problems. It is such a model which provides guidelines on the one hand and involves teachers in their completion, adaptation, and continuous renewal on the other, that the ALL Project proposes.

A definition of curriculum renewal

Numerous changes have taken place in languages teaching in recent years, and they continue to occur. They include changes in the theory and practice of curriculum design, new findings in applied linguistics, developments in language teaching method, and of course, changes in the broad educational context in which the languages curriculum is placed. Given that the curriculum is developed in response to such changes, there can be no such thing as an ideal languages curriculum to suit all circumstances at all times.

In order to help teachers to embrace changes resulting from increased knowledge in the field of language learning, the ALL Project proposes a model of curriculum renewal which is evolutionary and which involves teachers in the renewal of their own curriculum, assisted by the *ALL Guidelines*. The term 'curriculum renewal' is preferred to 'curriculum development' because it conveys a sense of evolutionary rather than sudden change. It indicates that the exercise does not start from scratch but from an existing state of affairs. It implies also that the focus of attention at any one moment may be limited to one area of the curriculum, but it acknowledges from the start that this will inevitably have an effect upon other areas of the curriculum which will need to be attended to in due course (see Book 1 for a description of the ALL Project's 'curriculum jigsaw').

Diagram 1: The curriculum jigsaw


Strategies for teaching/learning in the classroom.
Based on 8 principles of learning.
Learning resources.
• People, materials, equipment.
• Learning conditions (allocation of time, space, and groups).
Syllabus (related to Stages of language learning).
A plan of action which outlines goals, objectives, and content of the learning. It includes a general statement on method, assessment, and evaluation.
Assessment scheme.
Designed to support, monitor, describe, and record learners' progress.
Strategies for evaluating all aspects of the curriculum as it progresses.

It is possible to start the process of curriculum renewal with any part of the curriculum (e.g. by devising a new assessment scheme, producing a new syllabus, or employing new teaching strategies). It is important to remember, however, that changes effected in one part of the curriculum jigsaw will inevitably have an effect on what happens in other parts. It is important that teachers limit their focus of attention when exploring changes to the curriculum so that their actions are able to bring about realistic change within a reasonably limited time. Teachers also need to be aware that no matter what changes they bring about intentionally, there will often be a number of unintended outcomes as well. These too will have to be examined to see whether they are desired or not. Curriculum renewal, then, is an ongoing process involving analysis of problems, searching for possible solutions, experimenting, reflecting on the process of the experiment and its outcomes, a reanalysis of the situation, leading finally to further experimentation in a continuous spiral of action.

Since it is an evolutionary exercise, curriculum renewal is concerned as much with the process of how the curriculum can be reshaped as with the interim artefacts or products which are created along the way.

The role of the teacher in the curriculum renewal process

Teachers as classroom supervisors, resource persons, instructors, and facilitators, play a significant role in the curriculum renewal process. It is teachers who ultimately decide the kind of curriculum they wish to develop or implement in their classroom. It is teachers who decide whether or not they will undertake curriculum renewal work and the degree of involvement or commitment they are willing to make, based on the time which is available to them, their level of expertise, and the level of support available.

Teachers are in the best position to assess the needs of their particular group of learners and make decisions about the kind of curriculum which is best suited to their

needs. They make decisions about appropriate classroom activities, about the resource materials that will be used, about assessing achievement, about what follow-up activities will be necessary, and so on. In the classroom, they make on-the-spot judgements about how learners are reacting to certain activities, themes, or topics, and about which aspects need to be reviewed or focused on, and so on. The decisions they make are likely to be based on their particular ideas about or theory of language and learning, as well as their previous experience, their intuition, and their particular teaching situation.

Curriculum renewal and teacher development are inextricably linked. Both are evolutionary processes related to the way in which curriculum innovation is generated and disseminated. The traditional 'research, development, and diffusion' model of curriculum development has frequently failed because the process of teacher development which ought to accompany it is overlooked. Teachers need guidance to develop the new knowledge, skills, and strategies required to use new materials or to implement an innovation. In addition, teachers need to be able to adapt the new materials or innovation to their particular classroom conditions because the context and other variables will differ from school to school. The move towards school-based curriculum development which is occurring in many parts of Australia results from the assumptions that teachers are the people who are best placed to make curriculum decisions, that different curriculum needs will emerge in different schools, and that these different needs should be catered for in curriculum renewal undertaken by teachers. The ALL Project recognises that effective curriculum renewal depends on the capacity and willingness of teachers to adopt a critical stance towards their own classroom practice. It also depends on the level of support which is available to them. It recognises that like their learners, teachers are individuals, with different kinds of experience, skills, interests, and personalities. The *ALL Guidelines* are designed to support teachers, not by changing them, but by raising their level of awareness about the curriculum decisions which they make, and by offering them new strategies to try out in the classroom. The *ALL Guidelines* constitute a catalyst for guiding teachers towards analysing curricular problems, and then adapting their existing language curriculum or creating a new one based on the *ALL Guidelines* on the one hand, and their specific classroom situation on the other.

Teacher development programs are essential for the support of teachers undertaking the renewal of their curriculum. The purpose of such programs is to enable teachers to gain new knowledge and to widen their range of curricular skills and classroom strategies. It is through a greater understanding of curriculum and the way that it works that teachers are able to change their own classroom practice. Teacher development programs, when effectively planned and carried out, should aim to foster the improvement of teachers' ability to analyse and solve their own problems, enabling them constantly to evaluate their curriculum and make improvements to it in an ongoing process of renewal. In this way, teachers are not simply receivers of a new curriculum package but are active participants in the curriculum renewal process, continually reviewing the curriculum on the basis of local needs and conditions and their own increasing experience and understanding.

Evaluation and Curriculum Renewal

A definition of evaluation

The ALL Project makes a distinction between the terms 'assessment' and 'evaluation'. Because these terms are frequently used interchangeably, it is important to establish what they mean in terms of the *ALL Guidelines*. The term 'assessment' refers to the practices and procedures for monitoring and measuring the performance of learners in relation to goals and objectives (see the *Assessment* section of Book 3). The term 'evaluation' refers to the procedures used to measure the effectiveness of the curriculum.

Evaluation is an integral part of the process of curriculum renewal and teacher development. It is designed to ensure that what is being done in the classroom is worthwhile, effective, and sufficient, and involves teachers critically examining (in the light of current developments) what they do and how they do it. Where appropriate, they try out new strategies, reflect upon the outcomes and make further refinements, if necessary. Evaluation is a practical, systematic process which involves gathering information and giving feedback on the way in which the curriculum works, so that improvements to the curriculum can be made on the basis of informed decisions. It cannot be assumed that once a syllabus, program, assessment scheme, resource, or teaching strategy has been developed, it will remain appropriate and relevant for ever. Since curriculum renewal is an ongoing process, it is necessary that all aspects of the curriculum be kept constantly under review and amended as and when necessary. Evaluation is not static, nor an end in itself. Rather, it is the mechanism by which areas for improvement are identified and translated into action. It encourages teachers to take part in all aspects of curriculum design, so that they control the curriculum decisions that they make with their learners, and gain, at the same time, responsibility for their own professional development.

The essential purpose of evaluation is to improve the curriculum. Effective evaluation will demonstrate not only unsatisfactory features of the program or curriculum which is being reviewed, but also its positive aspects.

Evaluation is a positive process which determines the value of the individual parts (jigsaw pieces) of the curriculum, as well as the value of the curriculum as a whole. It can include both summative and formative processes. *Formative evaluation* is a process in which teachers tend to be involved constantly and as a matter of course. It occurs on a continuous basis throughout the life of a program and affects what happens in the program. *Summative evaluation* occurs in general at the end of a program. It provides a view of the effectiveness of the program and indicates which processes were successful, and which were not. It provides directions for future programs.

Teachers are constantly engaged in evaluation of their daily practices, frequently in an instinctive and subjective way, without ever identifying the criteria used to make judgements and reach decisions on the effectiveness of what is being evaluated. Such personal, subjective evaluation is useful. However, the process can be all the more effective if it becomes systematic and explicit. Where systematic evaluation techniques are employed, objective criteria are established for judging the effectiveness of that part of the curriculum which is under review.

An evaluation may be carried out externally or internally. Traditionally, evaluation in schools has been undertaken externally by an inspector of some sort, on the premise that an independent outsider can bring a new perspective to the task. Though the objectivity of this process can provide valuable input, such an external evaluation procedure has tended to exclude those whose work is being evaluated. It is now recognised that such an approach is not always appropriate, and that it is essential for those who will be affected by the outcomes of the evaluation and who will use the information which is derived from it, to be involved in its planning and conduct.

The trend throughout Australia at present appears to be towards the adoption of school-based evaluation practices. When a school undertakes such an internal

evaluation, it often calls on the support of external agents to assist in the process. In this way, internal and external evaluation are not seen as mutually exclusive, but rather as a means to ensure that those most closely concerned with the outcome are involved, and that the objective perspective of an outsider is provided as well.

Given the nature of the learner-centred curriculum as a dynamic and ever-evolving entity which responds to changing needs, perceptions, and conditions, it is essential for teachers themselves to undertake evaluation of their current curriculum practices as the first step in the curriculum renewal process.

Self-evaluation with the support of colleagues, or an adviser or consultant, can provide a learning and developmental process for the teacher(s) involved, as well as a mechanism for ensuring that an appropriate curriculum is provided.

The purposes of evaluation

The major purposes of evaluation are:

- to support long-term improvement in the quality of the curriculum and of what learners learn
- to ensure that learning goals are achieved (teachers and schools are accountable to their learners, their communities, and their education authority)
- to provide opportunities for the professional development of teachers.

Evaluation provides teachers with information about the effectiveness of their teaching with respect to learners' progress, so that they can build upon strengths and improve any areas of weakness. It enables teachers to think about what they do, how they do it, and why, so that they can increase their awareness and understanding of the total curriculum and of the way in which all of its components (jigsaw pieces) relate to each other and to the goals that they are designed to serve.

Through the process of conscious, systematic evaluation, teachers can become capable of and increasingly responsible for making curriculum decisions. It has been documented (Davis 1985) that teachers who adopt an investigative stance towards their classroom practices report that they are better at:

- clarifying what works well in their teaching
- articulating more clearly the reasons for their practices
- countering ill-informed criticism with evidence
- acting positively in response to informed criticism or feedback
- monitoring the effect of current classroom practice
- monitoring any changes in classroom practice
- acting in their work situation from a clear and strong information base of their own.

In this way, teachers ensure that:

- their future practice is informed by their conscious evaluation of current practice
- they understand more about what is happening to their learners and to themselves
- they can evaluate and respond with confidence to external pressures to change
- their expertise, confidence, and job satisfaction increase
- they expect to change and are not intimidated by pressures to do so, knowing that they can control the type and pace of change.

(after Davis 1985)

When teachers regard their role as one which is continuously developing, and they question their teaching goals, their processes, and their attitudes, evaluation becomes a logical step towards curriculum renewal. They are then in a position to describe accurately and with confidence what they are doing, and why they are doing it, to learners, colleagues, administrators, parents, the wider community, and all others to whom they are accountable for the quality of their curriculum.

What to evaluate

Every component of the curriculum jigsaw should be evaluated over time in terms of both its processes and its outcomes. It is essential to examine the effectiveness of each component of the jigsaw (syllabus, teaching/learning strategies (method), resources, assessment, and evaluation) both as individual parts and in relation to the whole.

Effectiveness can be judged in terms of criteria which include:

- *the attitude, interest, and motivation of learners* (Are the learners interested and motivated? Is this attitude maintained?)
- *learners' performance* (Are the learners achieving some measure of success? Are they in fact learning?)
- *teacher satisfaction* (Are the goals of the program being achieved? Does the teacher feel job satisfaction? Do any of components of the curriculum need improvement?)
- *accountability* (Is the languages curriculum relevant to the needs of the learners, from the point of view of the learners themselves, their parents, the school community, and society at large? Are the learning goals relevant? Is the teaching method appropriate?)

The process of evaluation

The process of evaluation involves a number of steps. These include:

- defining the focus of the evaluation
- implementing the plan of action, and collecting information
- analysing the information, and reflecting on it
- using the information to plan further action.

Defining the focus of the evaluation

In order to establish the specific purpose of the evaluation and to specify the most appropriate instruments for collecting the required information, it is necessary to identify the particular area or issue that needs to be investigated. It is helpful to establish the focus of the evaluation by first examining current practices and describing the reasons for them. This will lead to decisions about the kind of information needed. A teacher of languages, for example, might wish to investigate questions such as: Do I provide sufficient opportunities for oral work in the classroom? Is there sufficient personal use of language in the classroom activities that I set up? Is there a judicious and appropriate spread of communication goals in my program? and so on. Some issues might not emerge until the evaluation is actually underway. It is necessary to maintain sufficient flexibility in planning to allow for this.

It is also important to consider who will be involved in the evaluation, and the nature and extent of their involvement. This may include learners, colleagues, parents, external facilitators, advisers, or consultants. The evaluation needs also to be realistic and feasible in terms of the time available, and in terms of who will make use of the information gathered. The following questions provide a framework for planning an evaluation:

- What is the goal of the evaluation?
- For whom is the evaluation being carried out?
- What criteria will be used for the evaluation?
- How will the evaluation take place? (What instruments will be used?)
- Who will conduct the evaluation?
- What will be done with the results of the evaluation?

Implementing the plan of action and collecting information

The next step is to implement the planned evaluation, bearing in mind that it may be necessary to modify it during this phase. There are a number of techniques for gathering and recording information in an evaluation process. The technique selected depends above all on the specific purpose of the evaluation, that is, will it provide an answer to the focus question or issue? The technique needs to be practical and manageable in terms of the time available to collect the information and analyse it. It may be appropriate in some situations to collect information not only about what is happening, but also about what the participants see as desirable practice. Some techniques for gathering information are described below. Teachers can work towards incorporating such techniques into their daily routine. It is important to stress that gathering information needs to be handled with sensitivity. The principle of trust is paramount when those providing information are able to be identified. It is most important that confidentiality be respected.

Diaries

Using a diary is a relatively easy way to collect information systematically. Teachers

can note details of personal observations made. It is important to record comments immediately while they are fresh in the mind so that they remain up to date. Learners and parents too may be invited to keep a diary which would reflect their reactions and perceptions. In such a case, it would be essential to explain clearly the purpose of the diary to those involved. The information gained in this way is likely to be subjective, but nevertheless spontaneous, and therefore useful.

Questionnaires
Questionnaires may be used to gather a wide range of information. They are easy to administer to large or small groups, but can be quite time-consuming to design and analyse. They should be examined carefully before being used to guard against ambiguity and restrictiveness. Questionnaires can be given to learners, parents, and colleagues, and can be a useful way of collecting information from a large group of participants. They can be constructed using devices such as true/false, multiple choice, rating scales, sentence completion, and open-ended items.

Interview
Interviews are a useful technique for gathering information from individuals or small groups. Again, they can be conducted with learners, parents, and colleagues, and may be either formal or informal. Interviews are a very personal way of gathering information because they allow for adaptability in questioning; if an answer is insufficient or raises another related issue, there is room for this to be explored.

Observation
Observation can be carried out by individual teachers in their classrooms, frequently incorporating the use of checklists devised by themselves or others, designed to focus on the issue being observed. It may sometimes be appropriate and useful for a teacher to make use of a critical friend to bring another perspective to the observation. This person could be a colleague, an adviser, or even a teacher from another school; it is essential that the relationship between the teacher and the critical friend is a positive one so that the teacher can be assisted in collecting information and can use the critical friend as a sounding board for exploring ideas and experiences. Whenever possible, it is desirable for teachers engaging in such evaluation to have the support of another individual or group of people undertaking similar activities, so that they can benefit from the observations and feedback of others.

Video and audiotapes
Video and audiotapes are means of enhancing observation because they allow teachers to go back and review. It must be noted however, that should it be necessary, the transcribing of tape recordings can be a time-consuming exercise. It is always essential to inform learners as to why a particular tape is being made.

Portfolios
Sample copies of learners' work, tapes, photographs, etc. may be collected. The items should not be collected at random, but should be selected to illustrate a particular issue. They need also to be dated and labelled.

Note: Further information on techniques of evaluation may be obtained from the *School Based Evaluation* series of booklets, produced by the Division of Planning and Services, Department of Education, Queensland (1982), and the *Schools Development* series, produced by the State Committee of the Commonwealth Schools Commission Professional Development Program, SA (1986).

Analysing the information, and reflecting on it

Having documented the process of evaluation and assembled the descriptive material, the teacher then needs to interpret it. The outcomes should be accurately identified and taken into account in the next stage of the evaluation process, which will involve possible further planning, experimentation, documentation, reflection, and analysis.

Using the information to plan further action

It is on the basis of the information obtained that decisions can be made which will lead to further action. If the results of an evaluation are not understood and amendments cannot therefore be made, then the purpose of the evaluation is lost.

Evaluating the curriculum using the *ALL Guidelines*

The appendix to this book contains suggested pro formas to enable teachers to evaluate the various pieces of the curriculum jigsaw, using the *ALL Guidelines*. They include pro formas for:

- Syllabus Evaluation
- Program Evaluation
- Evaluation of Teaching/Learning Strategies
- Evaluation of Resources
- Evaluation of Assessment Scheme.

Teacher Development

Principles to guide teacher development

When teachers are engaged in a continuous process of evaluation and curriculum renewal, with a view towards constantly fine-tuning and improving the quality of the program which they offer to their learners, they are themselves undergoing a process of teacher development.

Since this process is essential to maintaining the quality of programs, teachers need a supportive context which will favour the renewal of their curriculum as well as their own development as teachers. The following principles, supported by the findings of Harisun (1984), and based on the same principles developed by the ALL Project for classroom learners, may be used to guide teachers in their own learning process.

Teacher development is most successful when teachers, as professionals:

1. are actively involved in determing what they need to learn and the best processes by which this might occur
2. have access to information and models of good practice to guide their program planning and teaching
3. are provided with opportunities to carry out problem-solving tasks which enable them to analyse and apply new information and skills
4. are able to focus on different components of the curriculum at different times
5. are provided with opportunities to develop professionally according to their own particular personalities, concerns, and needs
6. are provided with feedback and opportunities to interact and discuss with others
7. are provided with opportunities for reflection, awareness-raising, and opportunities for innovation
8. are responsible for their own learning.

Each principle is examined in turn:

Principle 1

Teacher development is most successful when teachers, as professionals, are actively involved in determing what they need to learn and the best processes by which this might occur.

Teachers, like classroom learners, have a variety of needs, experiences, attitudes, skills, knowledge, and learning styles. This variety needs to be catered for in teacher inservice programs. Teachers want to see a practical outcome for the time and energy they put into a task. It is essential, therefore, that prior to any inservice program, they be given the opportunity to establish for themselves what they wish to work on and what they wish to gain from the program. Through articulating their specific needs and preferences, teachers can become active participants in the formulation of the program and are able to ensure that it has immediate relevance or purpose. (Techniques which can be used to determine group needs are suggested on p 19.) This general principle, however, does not prevent inservice organisers from offering workshops of benefit to teachers in areas which may arouse teachers' interest.

Principle 2

Teacher development is most successful when teachers, as professionals, have access to information and models of good practice to guide their program planning and teaching.

Changes in practice are closely linked to changes in knowledge and understanding. The volume of knowledge available in the shape of theoretical developments and

teacher experience is ever-expanding. It is unrealistic to expect teachers to keep abreast of all the latest developments in their field and at the same time deal with the complexities of their day to day teaching situation. Similarly, teachers do not always have access to examples of good practice in particular aspects of the curriculum.

There are many different ways of expanding the information base of teachers. The *ALL Guidelines* provide information to support language teachers in their curriculum work. Further information can be obtained from lectures, videos, and reading materials. Advisers, consultants, school principals, faculty or department heads, and professional associations have a key role to play in assisting teachers to gain access to the information which they need as an aid to their curriculum renewal work. Teachers can also glean a great deal of information from observing colleagues in the same school or at other schools.

Principle 3

Teacher development is most successful when teachers, as professionals, are provided with opportunities to carry out problem-solving tasks which enable them to analyse and apply new information and skills.

Teacher inservice programs have traditionally provided information in a rather passive form (usually by means of a lecture or formal presentation of some kind). Such presentations are effective for some purposes, but do not suit necessarily every teacher's learning style. Teachers also benefit from working with new information in a workshop situation in order to clarify its application and use. In any teacher development program, a number of problem-solving activities can be devised for this purpose. These activities may be carried out within the inservice program itself as a learning experience, or planned during an inservice session to be carried out subsequently in the classroom. By directing the activities towards the reality of the classroom, learning can be linked to actual situations. In this way, there is practical value in what teachers are asked to do, and they perceive the need for self-directed inquiry into problem areas, as well as knowledge, skills, and strategies they will need to pursue such enquiry. In summary, teachers need:

- information, gleaned from lectures, reading, observation, and discussion with others
- activities which provide them with the opportunity to focus on their own areas of need
- self-directed enquiries to solve problems of particular relevance to them.

Principle 4

Teacher development is most successful when teachers, as professionals, are able to focus on different components of the curriculum at different times.

Although the language curriculum is an interrelated whole, attempting to deal with all components of the curriculum simultaneously is a complex undertaking. Thus, it is more realistic to focus on one particular area of concern at a time, examine current practice in relation to that particular area, and make any necessary amendments before proceeding to the next area of focus. In this way, renewal of the total curriculum is ongoing and is spread over time. It becomes part of normal teaching practice, and is far preferable to an intense period of major change followed by a period of relative inactivity.

Principle 5

Teacher development is most successful when teachers, as professionals, are provided with opportunities to develop professionally according to their own particular personalities, concerns, and needs.

Teachers, like all professionals, differ in their needs, experiences, attitudes, skills, knowledge, and learning styles. Maximising the range and frequency of learning experiences in teacher development programs is one way of catering for the differences among individual teachers. Teacher development programs need to take account of the different levels of motivation, levels of awareness, and experience of teachers (see Table 2). By negotiating with teachers, their real needs and concerns can be determined, and a flexible program, which is responsive to their varying needs, can be established.

Table 2: Levels of teacher awareness

1. **Surviving**
   - keeping learners occupied
2. **Knowing how to be a competent teacher from day to day**
   - keeping learners organised and occupied
   - providing opportunities for learning
   - striving for learner involvement and enjoyment
3. **Being aware**
   - knowing what is happening in the learning experiences provided (e.g. knowing what skills are needed to take part in a particular activity)
   - understanding that different teaching approaches are needed at different times
4. **Having direction**
   - knowing learners' strengths and weaknesses
   - planning directions for learning
5. **Having an overview**
   - having a long-term as well as a short-term view of the program
   - having an overview of what other teachers are doing
   - coordinating one's program with the programs of other teachers
   - having an overview of learners' progress from the first year of schooling through to year 12
   - coordinating with other teachers in a broad state/national framework

Principle 6

Teacher development is most successful when teachers, as professionals, are provided with feedback and opportunities to interact and discuss with others.

Effective teacher development occurs when teachers hear about the teaching experiences of colleagues, and have the opportunity to discuss their own experiences with others. Teachers who work as the only language teacher in a school can derive a sense of comfort in being able to share problems and concerns, as well as exchange views, with colleagues in other schools. These teachers in particular, as well as teachers in general, benefit from feedback from colleagues, advisers and consultants, when it is offered in a constructive manner. Setting up a team-teaching situation is another way of establishing a mechanism for exchanging ideas and gaining feedback about classroom practices.

Principle 7

Teacher development is most successful when teachers, as professionals, are provided with opportunities for reflection, awareness-raising, and opportunities for innovation.

Teachers need to be provided with opportunities to be able to reflect on their work. They need time to be able to evaluate their programs and their practices, discuss these with others, plan for any changes, put the modifications into practice, and review the changes.

Teacher experience indicates that this work is all the more successful when it is undertaken in a supportive climate. Teachers' efforts need to be recognised and valued by other colleagues and administrators. Such support constitutes an incentive for teachers, and encourages them to proceed with their curriculum renewal work.

Principle 8

Teacher development is most successful when teachers, as professionals, are responsible for their own learning.

Though an outside agent may act as a catalyst or be available to provide feedback on a teacher's practices, real change occurs only when teachers are given the opportunity to accept responsibility for their own development.

When teachers take responsibility for and become involved in the renewal of their curriculum, they develop the curricular skills needed to create their own programs, resources, and assessment schemes, as well as improve their teaching

strategies. Such involvement can provide teachers not only with a great deal of self-confidence but also with a genuine sense of achievement.

Effective teacher development takes place when teachers adopt an inquiring approach to curriculum renewal, and make their own curriculum decisions. Such an approach encourages teachers to challenge their own theories, find alternative possibilities, and make changes. Evaluation is an integral part of the learning process, and evaluation strategies which teachers might adopt in analysing what they are doing are discussed in the previous section on *Evaluation and Curriculum Renewal*.

Conditions which promote teacher development

Teacher development occurs at different levels and in different contexts. At the level of the educational system, there are state or national teacher development activities and groups of teachers working within a region. At the school level, teacher development occurs when a languages faculty or department works as a team and also when individual teachers evaluate and renew their own practices.

These two broad levels should not be seen as separate but rather as complementing and supplementing one another. In fact, it is most desirable for developments which occur at either level to be mutually beneficial to both.

At the level of the educational system, curriculum developers and advisory personnel have the function of facilitators, who are responsible for:

- disseminating information about new developments in the field, and providing other information as required
- guiding and coordinating the sharing and exchange of ideas and resources amongst different groups through the organisation of networks
- organising various forms of interaction through conferences, meetings on specific issues, meetings of specialist groups (e.g. principals, beginning teachers, etc.)
- gaining support of the system for various initiatives.

At school level, the experiences, initiatives, and resources generated by schools or individual teachers can feed into work being done at the system level, so that system personnel are able to respond to curriculum needs and teacher development needs as perceived at school level.

At each level of teacher development it is likely that a facilitator of some kind will be available for those teachers who seek support. For the language teacher in a primary school or small high school, it is likely to be a member of the school administration, who may or may not have expertise in languages; in large secondary schools, it is likely to be the faculty/department head or coordinator; at a regional or state level, it is likely to be a consultant, specialist adviser, curriculum developer, or professional association. It is essential that support personnel be available to teachers and schools to provide necessary information, guidance, and support in the teacher development process. The following conditions are considered fundamental to this process:

- those responsible for curriculum renewal and teacher development need to be informed of the latest developments in the field
- curriculum renewal and teacher development are ongoing, evolutionary processes which need to be planned and coordinated to provide for continuity and follow-up over time
- informed teachers and school administrators are at the centre of the curriculum renewal and teacher development process, and need to determine their own needs
- teacher development programs should be sufficiently flexible to allow for the differing levels of experience, commitment, and professional need of the participants
- teachers need to be directly and actively involved in their own professional development (discussing, planning, developing materials and strategies, experimenting, obtaining feedback, and evaluating in the context of their own school, and based on their own needs)
- planning and development should be collaborative processes between support personnel and participants on the one hand, and among colleagues on the other
- support needs to be in the form of constructive guidance which promotes effective learning

- a forum for discussion and action needs to be provided for those involved where:
  clear goals are established
  there is shared responsibility, and a sense of purpose and involvement
  there is a relationship of trust and openness
  there is flexibility to accommodate different perspectives and needs
  outcomes are identified and described, so that a sense of achievement can be derived from the interaction
  support networks are established, in order to sustain the curriculum renewal process.

For maximum interaction and sharing of expertise and resources, it is desirable that curriculum renewal and teacher development activities be promoted wherever possible *across languages*. In this way, teachers working in languages where less curriculum development has occurred, can benefit from developments which have occurred in languages which are taught more widely.

Planning an Inservice Program

The general context for planning

The need for planning

Inservice education is a planned process involving activities designed to support ongoing curriculum renewal and teacher development. It is concerned directly with bringing about positive changes in school practices. Because of the rapid changes which are occurring in the area of curriculum design and implementation in the languages field, and the limited nature of preservice training possibilities in some languages in some parts of Australia, planned inservice education for language teachers is essential. Planning is necessary to ensure that the program is purposeful, relevant, and well-organised.

The question of the most effective mechanisms for providing inservice programs is a complex one, and the coordination of such activities remains a challenge for all education systems. The *ALL Guidelines* have been developed to provide a catalyst for the processes of curriculum renewal and teacher development in languages. In providing a common conceptual base for curriculum design across all languages, the *ALL Guidelines* are designed to provide both an organisational framework and a mechanism for the coordination of further curriculum renewal and teacher development initiatives across Australia.

Curriculum renewal and teacher development are dynamic processes which continue over time, and which take time. Successful curriculum renewal involves teachers interacting with colleagues, often with the support of a catalyst (human or material resource) to guide the process, define problems, clarify issues, and find appropriate solutions. Time, therefore, is critical in the curriculum renewal process. Careful planning is the only way of ensuring the effective use of time.

Planning should involve long-term objectives which are based on an understanding of the needs, ideas, and wishes of the participants. The long-term plan then needs to be broken down into more specific objectives which are achievable in the shorter-term.

Curriculum renewal and teacher development can occur at a national, state, system, and school level, or at the level of the individual teacher. Curriculum renewal may be undertaken by the individual teacher who has the most immediate contact with learners and is the developer and implementer of improved practices. The quality of the languages curriculum in a particular school, however, cannot depend exclusively on the efforts of an individual teacher. In order to make changes, the individual teacher needs the support of others, including colleagues and school administrators. The school can often meet its own needs by using its own resources. However, at times, the school may need to use other resources, provided generally by the system.

The individual teacher and school need to be aware of the wider context of the system which can provide guidelines and models of good practice occurring in other areas. Similarly, systems cannot afford to lose sight of the various issues of concern that exist, nor of the expertise that is available, within individual schools. The individual teacher, the school, and the system can all benefit from mutual cooperation and consultation in the curriculum renewal process. At all levels there should be a synthesis of top-down and bottom-up approaches to curriculum renewal so that all participants in the education process gain a deeper understanding of the different perspectives that can be brought to bear on various issues.

In developing programs of work for learners, teachers are required to consider both *what* they teach as well as *how* they teach it. Inservice education activities should similarly involve a *content*, in the form of information and experiences related to the particular issue, and a *process*, i.e., the application of the information.

Catering for different target groups

Teachers are individuals with different experiences, needs, interests, personalities, attitudes, and learning styles. This is a factor which cannot be ignored in planning and organising inservice education programs, if they are to be responsive to teacher needs.

Clark (1986) describes a spectrum of teacher-types, ranging from what he calls 'the conservatives' who tend to resist change, to 'the innovators' at the other end of the spectrum, who engage constantly in curriculum innovation. In planning inservice education programs it is important to recognise such broad differences in attitude, and to work towards enabling teachers to move forward from their own particular level of awareness, at their own pace, and in their own time.

When establishing teacher development programs, inservice organisers need to address the following questions with regard to the target group:

- What is the nature of the target group involved? Does it involve the whole staff, a particular department or faculty, a special interest group, or individuals? Does it involve working in specific languages or across all languages? Does it involve all Stages, or is there a focus on a particular Stage?
- How much does the target group already know about the topic for inservice?
- What does the target group want to know? How can the needs of all individuals be accommodated?
- What networks of interaction are available to ensure that individuals or groups are supported in any follow-up to the inservice education program?
- How will the benefits of the inservice program be sustained?
- How will the experience derived from the inservice program be disseminated or shared with others?

Inservice education programs are likely to occur at different levels for different target groups, and for different purposes. Some of the possibilities are summarised in the following table:

Table 3: Types of inservice education programs

Level	*Target group*	*Type of inservice*	*Facilitator(s)*
System Level	Specific target groups determined by purpose e.g: • key teachers for establishing directions • beginning teachers for establishing support networks • special needs e.g. primary programs	• state-wide conferences • series of workshops • task groups • seminars	• advisers • consultants • professional associations
Regional level	Specific target groups, determined by purpose, involving clusters of schools	• regional conferences • series of workshops on specific issues • school-based meetings • seminars • visits to other schools	• central or regional advisers • key teachers
School level	Whole school/department or groups/individuals within the school/department, determined by purpose	• regular departmental meetings • departmental planning conference • visits to other schools • exchanges between classes and schools • demonstrations • ideas exchanges • action research activities	• departmental head with support from advisers/ consultants as required • principal/deputy • teachers

Structure of inservice programs

There is no single structure which will prove most effective in all circumstances. Rather, it is likely that the success of a teacher development program will be enhanced if a variety of organisational structures and strategies is adopted.

Research indicates (Rand, cited by Harisun 1984) that little long-term effect or change in the classroom is usually evident as a result of conferences or workshops

held outside the school as 'one-off' events. It is not possible for teachers to learn about all the processes and ramifications that are involved in adopting a new approach of any kind in just one inservice activity. Furthermore, not all teachers attend inservice activities. For various reasons, there is not always time for documents to be read, and teachers often feel that they lack the professional support required to assist them to come to terms with the information being disseminated.

There are a number of different ways of organising and carrying out teacher development programs. Decisions about how an inservice program ought to be structured can be influenced by factors such as:

- the size and nature of the target group
- the aims and purposes of the inservice program
- the time and resources available
- the way in which the group wishes to work.

Some of the possibilities which are available to facilitate the organisation of inservice programs are listed below.

It is important that organisers of inservice programs select carefully the type of program which will prove the most effective to achieve the desired aims and purposes.

Teacher release time

This involves teachers undertaking a short-term course on a particular issue for periods of anything between one and several weeks. This kind of program can constitute a real incentive for teachers, since it allows for in-depth work over an extended period of time. In such a setting, it is essential that there be a facilitator who is aware of group dynamics and is able to promote a shared responsibility for decision-making. The intensive nature of such an activity can create an atmosphere of enthusiasm, and mechanisms need to be devised which ensure that this enthusiasm is maintained. In such courses it is essential that there be included a *project phase* of some sort where participants are engaged on a specific activity which is related to the information that they have received.

Key teacher support

A key teacher is a person who is able to act as a model for others. There can be a number of different kinds of key teachers, but generally they are people who have the skills to identify areas of weakness and initiate solutions to problems, as well as the ability to work with and motivate others. The advantages of key teachers in a school or region are that they are accessible in terms of location. Because of this, they are able to respond more immediately and specifically to the concerns or areas of need of an individual teacher.

Interest group support

This is the kind of program where a group of teachers come together to work on a particular issue, generally with the support of a facilitator. Such a program is likely to work effectively, because the common interest itself provides an incentive. Interest groups can work at a system, regional, or school level, and will meet a number of times over an extended period, depending on the topic under discussion. Strategies need to be developed to sustain such groups over time.

Team teaching

This approach is most effective with pairs or very small groups of individuals working on problems of immediate concern in their own particular context. This approach can sometimes be delicate in terms of the personalities involved, and it is important that the participants do not become over-dependent on one another. The value of working closely with a colleague and of learning from one another, however, cannot be emphasised enough.

Planning a specific inservice education program

Planning a specific inservice program for teachers employs a process which is similar to that used in planning a learning program for a group of learners. The steps which need to be taken include:

- identifying the needs to be addressed, and setting priorities

- setting the goals and objectives
- planning the inservice procedure
- establishing mechanisms for evaluation and further action.

Identifying the needs to be addressed, and setting priorities

A teacher development program will only be of use if it addresses the issues which are of genuine concern to those involved. Teacher development activities are likely to be successful when they focus on a particular target group (which is likely to have similar needs), or when they focus on a particular issue and only participants who are concerned with the particular issue to take part.

There are a number of mechanisms which inservice organisers might use in order to determine the needs of a particular group of teachers. These include:

A formal needs analysis This is generally carried out by an expert who is invited to carry out the analysis in an objective and formal way.

Brainstorming This activity may be carried out as a whole group task. Alternatively, smaller groups of 4-6 people can brainstorm together, and then present their collective ideas to the larger group. A consensus can then be reached about what needs the group has in common.

Opinion surveys This activity may be carried out by means of questionnaires, by means of interviews (which are subsequently transcribed, summarised, and presented to the group as a whole for its approval), or through casual conversation with those involved (key comments are noted and subsequently shared with the whole group).

Delphi technique This technique involves the preparation a list of possible areas of need. The list is presented to those involved, and they are invited individually to list their top five areas of need in order of priority. The results are collated, and a second list indicating the highest priorities is compiled. The second list is presented to the group, and participants are asked to indicate from it their top three priorities. These are collated and presented to the group.

Phield technique This technique involves individuals in listing their own needs, discussing their lists in pairs to develop a common agreed list, and subsequently joining two sets of pairs to develop yet another common list, and so on, until the group as a whole has a list which it agrees contains the common needs of all groups.

Appropriate techniques should be selected on the basis of the size and nature of the group involved. For example, in a teacher development program which is faculty-based, interviews with individuals are likely to be successful, whereas they would be a waste of time at a conference of forty people. Whatever technique is used to determine group needs, it is still essential that organisers remain sensitive to the needs of individuals whose needs may not necessarily be reflected in the needs of the whole group. In the process of establishing needs, it is also essential that inservice organisers/facilitators do not push their own particular ideas.

Likely areas of need

In addition to the continuous development of their own skills in their use of the target language, language teachers consulted by the ALL Project team have identified the following areas as those in which they would most require further development:

Organisational issues This includes the issues of time, space, and group allocations for language classes; the question of primary-secondary transition; the management of the languages faculty/department (in particular of the professional development of teachers, and the management of resources).

Teaching method This includes the development of teaching/learning activities, catering for individual differences, and techniques for promoting learning-how-to-learn goals, as well as the question of language and language learning (e.g. latest developments in theories regarding language acquisition and interlanguage studies).

Programming This includes developing syllabuses and programs of work, as well as planning and sequencing units of work and individual lessons.

Resources This includes problems associated with the selection and development of resources, the use of authentic documents, the use of particular items of hardware and software, and analysing text-books.

Assessment This includes assessment techniques for different purposes, establishing criteria for judging performance, setting assessment activities, profiling, reporting, and external public examinations.

Evaluation This includes strategies and criteria for evaluating the teaching/learning processes in a particular context.

Setting the goals and objectives

The goals or priority areas for investigation need to be translated into specific objectives to be achieved within the time available. An example of the objectives for a particular inservice activity might be set out as follows:

Goal
To assist teachers to increase the amount of group work undertaken in the language class

Specific objectives
During the course of the inservice program, participants will:

- describe their current use of group work
- gain further information on ways of organising group work (see the *Method* section in Book 3) and hear about successful experiences with group work
- discuss as a group possible strategies for increasing the use of group work in the light of the information received (from the *ALL Guidelines* and other sources, as suggested)
- plan a series of lessons and appropriate resource materials where group work is featured
- implement the series of lessons incorporating group work techniques, and document the process in order to be able to discuss experiences with others and plan further action

Planning the inservice procedure

The content of the inservice program is defined by the priority area which is established by the target group involved. For the organiser/facilitator it is essential that both information and models of relevant, successful experience relating to the priority area be made available. The conference/workshop/seminar procedure needs to be planned on the basis of the information and support material which is available. The following questions will need to the addressed:

- What is the most appropriate method for presenting the information available?
- What is the appropriate depth of coverage?
- What is the most appropriate sequence of activities?
- What (further) resources will be required?

There are many different procedures which can be adopted in implementing a particular teacher development program. The procedures used will be determined by such factors as:

- the size and nature of the target group
- the nature of the focus issue
- the time and resources available
- the level of support available.

The principles to guide teacher development and the conditions which promote teacher development, discussed earlier, should be borne in mind as a basis for planning appropriate procedures. In addition, procedures should reflect the kind of practice which the inservice activity is promoting. It is likely that participants will follow these steps:

- discuss their own classroom experiences and problems in the particular area of the curriculum which is being considered
- find out about possible alternative contemporary hypotheses and experiences which have proved effective
- discuss this information
- carry out activities immediately related to the focus area in the context of their own classroom.

Another procedural framework which can be adopted, is action research . This is a particularly useful mechanism for faculty-based teacher development work or continuous interest-group work at a regional or system level where teachers can come together to discuss common problems, discover more information, plan classroom action in relation to their own specific context, put the action into practice, and come together again to discuss the outcomes. Action research is designed to improve classroom practice as well as teachers' understanding of that practice. It follows the same procedures as those described in relation to curriculum renewal.

The activities necessary for systematic investigation form the basis of an 'action research spiral'. Teachers determine the question or issue they wish to explore and develop a plan which records:

- their current practice in relation to the question being investigated
- the action contemplated
- how it is expected that this action will change the current practice
- the data which will be collected on the action
- the results which are predicted on the basis of the data collected
- how others involved in the action research will be approached.

The recording of this information enables teachers to clarify their plan of action and use it in subsequent reflection. This leads to the formulation of further plans of action in a continuous spiral of action.

The advantages of the action research process are that it can lead to identifiable improvement in practice, since it addresses issues within the context in which they arise; it also allows teachers to determine the issue for evaluation and to choose those with whom they will work; and it focuses on the teacher's expertise and knowledge of his/her classroom. Action research is an effective process in that it helps teachers to become aware of, and describe in explicit terms, what they are currently doing in their classroom, how they are doing it, and why they are doing it.

The ultimate goal of a teacher development program is to increase the awareness, understanding, skills, and knowledge of teachers so that they become responsible for their own development. This goal cannot be achieved by merely providing teachers with a stock of proven 'communicative activities' in the hope that this will produce a change in their teaching style. Real change only results when teachers develop a clear understanding of the content and procedures which they employ in the classroom. This understanding is usually accompanied by a gradual but definite development of teachers' curricular skills.

Establishing mechanisms for evaluation and further action

It is important for organisers to gain feedback on any teacher development program. To this end, an evaluation of the program should be included as an integral part of the planning process. The following questions will need to be addressed:

- What sort of feedback is required?
- How will it be collected?
- How will it be analysed?
- What criteria will be used for making evaluative judgements, based on the feedback received?
- How will a summary of the feedback be reported to those involved?

On the basis of the information obtained, further action for the improvement of the teacher development program itself, and ultimately for curriculum renewal, can be planned.

Coordinating Inservice Activities

In view of the range and complexity of language programs in Australia, as well as the range of teachers (both specialist and non-specialist) who are being required to cope with increasing demands on their time and energy, there is an urgent need for teacher support through inservice education.

It is suggested that the characteristics of an appropriate inservice education program which links curriculum renewal with teacher development include:

- collaboration among groups of teachers who come together within schools or regions
- systematic investigation of curriculum issues over time
- a participant-based approach, relevant to those involved
- an emphasis on action, designed to improve practice
- the availability of support personnel who are able to act as facilitators/catalysts for teachers and assist them to find solutions to their own problems.

The ALL Project suggests a process which occurs at both school and system level, and which is supported through the medium of the *ALL Guidelines* together with support personnel. In this way, links are established between developers of guidelines and policies, inservice activities, and classroom practice. This link is essential for successful curriculum renewal. Developing guidelines without inservice education programs or without classroom trialling, risks disillusion among teachers and the rejection of curriculum theory and policy as being incapable of translation into practice.

In the context of languages education in Australia, the *ALL Guidelines* provide a common basis for curriculum renewal at a national level. They can be used for the organisation of inservice education programs in all states and territories, with the support of local advisers and consultants, where they are available.

Just as the *ALL Guidelines* can be used to coordinate syllabus and materials development nationally, so they can also be used to coordinate inservice education nationally. As states and territories use the *ALL Guidelines* in their particular context, mechanisms need to be created for the sharing of products which emerge from particular inservice programs in particular states.

Models of successful inservice schemes, multimedia resources developed and used for such inservice activities, case studies from pilot schools, workshop activities, and so on, can be documented and made available to other states. Such sharing could lead to the establishment of an item bank of inservice education resources and experiences which could be used for the continuing renewal of the languages curriculum in Australia.

Appendix

Syllabus Evaluation

1. Is the syllabus appropriate for learners at this Stage? (See Book 2, p. 7)

2. Does the syllabus cover the five goals of language teaching/learning? (See Book 2, p. 17)

Extent to which goals are covered	**Action planned**
Communication minimal extensive |____|____|____|____|____|	
Sociocultural minimal extensive |____|____|____|____|____|	
Learning-how-to-learn minimal extensive |____|____|____|____|____|	
Language and cultural awareness minimal extensive |____|____|____|____|____|	
General knowledge minimal extensive |____|____|____|____|____|	

3. Does the syllabus allow for an appropriate range of purposeful language use? Yes/No

To what extent are the different kinds of language use implied in the activity-types covered in the syllabus? (See Book 2 p. 21)

	minimal — extensive
Interpersonal Activity-type 1: Establishing and maintaining relationships and discussing topics of interest	
Activity-type 2: Participating in social interaction related to solving a problem, making arrangements, making decisions with others, and transacting to obtain goods, services, and public information	
Informational Activity-type 3a: Obtaining information by searching for specific details in a spoken or written text, and then processing and using the information obtained	
Activity-type 3b: Obtaining information by listening to or reading a spoken or written text as a whole, and then processing and using the information obtained	
Activity-type 4: Giving information in spoken or written form	
'Aesthetic' Activity-type 5: Listening to, reading or viewing, and responding personally to a stimulus	
Activity-type 6: Being involved in spoken or written personal expression	

4. To what extent are the following elements taken into account?

	minimal — extensive		minimal — extensive
Context		Grammar	
Roles		Modes of communication	
Relationships		Text-types	
Functions			
Notions			

5. To what extent is the syllabus content integrated?

6. To what extent does the syllabus allow for teacher/learner negotiation of some objectives and activities?

7. To what extent does the syllabus address the issue of sequencing and progression of activities?

8. What action is planned as a result of this evaluation?

Program Evaluation

(See Book 2, section on *Programming*)

minimal extensive

1. Does my program cover the five goals of language teaching/learning?

   - Communication
   - Sociocultural
   - Learning-how-to-learn
   - Language and cultural awareness
   - General knowledge

2. To what extent are the following focused on and integrated into the above goals?

   a) Language development (through language objectives)

      - Functions/notions
      - Grammar
      - Vocabulary and phrases

   b) Sociocultural aspects (through sociocultural objectives)

      - Contexts/roles/relationships
      - Sociocultural data

   c) Skills development (through skills objectives)

      - Cognitive processing skills
      - Learning-how-to-learn skills
      - Communication strategies

3. Do I have an appropriate range of activities and supporting exercises?

   minimal extensive

   - Activity-type 1
   - Activity-type 2
   - Activity-type 3a
   - Activity-type 3b
   - Activity-type 4
   - Activity-type 5
   - Activity-type 6

4. Does my program allow for both formative and summative assessment?

5. Does my program allow for a range of methodological strategies?

6. Does my program allow for the use of an appropriate range of resources?

7. Is ongoing evaluation of my program a built-in factor?

8. Does my program allow for teacher/learner negotiation of some objectives and activities?

9. What action do I plan as a result of this evaluation?

Evaluation of Teaching/Learning Approach

Are the eight Principles of Learning embraced in the teaching/learning approach that I employ? (see Book 1, and section on *Method* in Book 3)

Principles To what extent do I . . .	**Action planned**
1. . . . treat learners as individuals with their own needs and interests? minimal extensive _____	
2. . . . provide learners with opportunities to participate in communicative use of the target language in a wide range of activities? minimal extensive _____	
3. . . . expose learners to communicative data which is comprehensible and relevant to their own needs and interests? minimal extensive _____	
4. . . . provide learners with opportunities to focus deliberately on various forms, skills, and strategies in order to support the process of language acquisition? minimal extensive _____	

Principles To what extent do I . . .	**Action planned**
5. . . . expose learners to sociocultural data and direct experience of the culture(s) embedded within the target language? minimal extensive _____	
6. . . . provide learners with opportunities to become aware of the role and nature of language and culture? minimal extensive _____	
7. . . . provide learners with appropriate feedback about their progress? minimal extensive _____	
8. . . . provide learners with opportunities to manage their own learning? minimal extensive _____	

Evaluation of Resource(s)

(See *Resources* section in Book 3)

For a single resource to be effective, a reasonable number of positive answers should apply.

Learner group

	Yes	No
• Is the resource appropriate for the proficiency level of learners at this Stage?		
• Does the resource make cognitive demands on the learners without causing frustration?		
• Does the resource meet the immediate language learning needs of the learners?		
• Do learners find the resource appealing and interesting?		
• Does the resource cater for differences in learning styles?		

Purpose of the resource

• Does the resource help promote communicative use of the target language?		
• Does the resource increase learners' knowledge and understanding of the target language community and culture?		
• Does the resource encourage learners to take responsibility for their own learning?		
• Does the resource help promote awareness of the role and nature of language and culture and their influence on human behaviour?		
• Does the resource contribute to the development of learners' general knowledge?		

Teacher needs and preferences

• Does the resource extend my own contributions?		
• Does the resource exploit rather than restrain my own expertise?		
• Can I work well with the resource?		
• Is the resource compatible with my philosophy of language teaching and learning?		
• Do I find the resource interesting?		

Practicalities and general considerations	Yes	No
• Is the resource economical in terms of preparation time?		
• Is the resource practical?		
• Is the resource versatile? Can it be adapted and be used again and again?		
• Is the resource easy for learners to follow?		
• Is the resource free from racial bias and sex-stereotyping?		
• Is the resource culturally appropriate?		
• Does the resource provide for all learners to be involved in its use?		

What action do I plan as a result of this evaluation?

Evaluation of Assessment Scheme

(See section on *Assessment* in Book 3).

Purposes	Yes	No	Action Planned
Does the assessment scheme . . .			
• motivate both teacher and learners?			
• diagnose learners' strengths and weaknesses?			
• provide other relevant people with the information they need about learners' progress?			
• encourage learner cooperation (e.g. peer assessment)?			
• encourage responsibility and involvement of learners?			

Content

Does the assessment scheme cover an appropriate range of the goals and objectives which are listed in the syllabus?			
Does the assessment scheme cover an appropriate range of activity-types?			

Method

Does the assessment scheme encompass an appropriate range of strategies to achieve the different purposes of assessment?			
Is an appropriate range of types of assessment instruments employed (discrete point as well as integrative testing)? (See Book 3, p 51)			
Are learners involved in the assessment process?			
Are the criteria used for judging performance appropriate? (See Book 3, pp 70–72)			
Are the criteria for judging performance made explicit to learners?			
Does the reporting mechanism describe learners' performance in an appropriate way?			

Bibliography

ALDERSON, J. C. *Evaluation*. Lancaster Practical Papers in English Language Education, vol. 6. Pergamon Institute of English, Oxford, 1985.

BRENNAN, M. *Investigation as Inservice*. Curriculum Services Unit, Education Department of Victoria, Melbourne, 1982.

BRENNAN, M. and HOADLEY, R. *School Self Evalution*. Education Department of Victoria, Melbourne, 1984.

BURTON, J. (ed.), *Implementing the Learner-Centred Curriculum*. National Curriculum Resource Centre, (AMEP), Adelaide, 1987.

CANDLIN, C. N. 'Applying a Systems Approach to Curriculum Innovation in the Public Sector', in READ, J. A. S. (ed.). *Trends in Language Syllabus Design*. SEAMEO Regional Language Centre (RELC), Singapore, 1984.

CARR, W. and KEMMIS, S. *Becoming Critical: Education, Knowledge and Action Research*. Deakin University Press, Victoria, 1986.

CLARK, J. L. *Curriculum Renewal in School Foreign Language Learning*. Oxford University Press, Oxford, 1987.

CLARK, J. L. 'Curriculum Renewal in School Language Learning: an Overview', in *Australian Review of Applied Linguistics*, Vol. 9. No. 1, 1986, pp 14–42.

COUNCIL OF EUROPE. *International Workshops for Trainers of Modern Language Teachers: Report on Workshop 1*. Council of Europe, Strasbourg, 1985.

CURRICULUM DEVELOPMENT CENTRE. *Curriculum Evaluation*. C.D.C., Canberra, 1982.

DAVIS, C. C. *Technology-Wise; Teaching Wise: The Professional Development of Teachers in a Technological Society*. Wattle Park Teachers Centre, S.A., 1986.

DEPARTMENT OF EDUCATION, QUEENSLAND. *Cooperative School Evaluation* (series). Department of Education, Queensland, Brisbane, 1982.

HARDING, A., PAGE, B., and ROWELL, S. *Graded Objectives in Modern Languages*. Centre for Information on Language Teaching and Research (CILT), London, 1980.

HARISUN, M. *A Survey of Professional Development Practices in S.A. Schools*. Report to the Professional Development Committee (S.A.), Education Department of S.A., Adelaide, 1984.

HOYLE, E. 'Strategies of curriculum change', in WATKINS, R. (ed.), *Inservice Training: Structure and Content*. Ward Lock, London, 1973.

KEMMIS, S. and McTAGGART, R. *The Action Research Planner*. Deakin University Press, Victoria, 1982.

LOUCKS-HORSLEY, S. and HERGERT, L. F., *An Action Guide to School Improvement*. Association for Supervision and Curriculum Development (ASCD)/ the Network, Mass., 1985.

MACDONALD, B. and WALKER, R. *Changing the Curriculum*. Open Books, London, 1976.

MOHAN, B. A. *Language and Content.* Addison Wesley, Reading, Mass., 1986.

NATIONAL ASSOCIATION OF LANGUAGE ADVISERS. *The Head of Department Modern Languages*. Centre for Information on Language Teaching and Research (CILT), London, 1985.

NUNAN, D. *The Teacher as Curriculum Developer*. National Curriculum Resource Centre, (AMEP), Adelaide, 1987.

RUDD, A. 'Local curriculum development', in WATKINS, R. (ed.), *Inservice Training: Structure and Content*. Ward Lock Educational, London, 1973.

SCHON, D. A. *Beyond the Stable State: Public and Private Learning in a Changing Society*. Penguin, Hammondsworth, 1971.

SKILBECK, M. 'Three educational idealogies', in HORTON, T. and RAGGAT, P. (eds.), *Challenge and Change in the Curriculum*. Hodder and Stoughton, Sevenoaks, 1982.

STATE COMMITTEE OF THE COMMONWEALTH SCHOOLS COMMISSION PROFESSIONAL DEVELOPMENT PROGRAMME (S.A.). *School Development Guidelines* (series). Wattle Park Teachers Centre, Adelaide, 1986.

STENHOUSE, L. *An Introduction to Curriculum Research and Development*. Heinemann Educational, London, 1975.

SHAW, J. M. and DOWSETT, G. W. *The Evaluation Process in the Adult Migrant Education Program*. National Curriculum Resource Centre, (AMEP), Adelaide, 1986.

Glossary

Note: References indicate where terms are introduced and discussed in some detail in the text.

Activities-based syllabus: A syllabus in which the activity is seen as the central unit of teaching and learning, and the activity-type as the central organising unit for syllabus design. (Book 2, page 19.)

Activity: An activity involves the purposeful and active use of language where learners are required to call upon their language resource to meet the needs of a given communicative situation. (Book 2, page 19.)

Activity-type(s): The ALL Project's six activity-types represent broad categorisations of activities, and hence broad categories of language use. Activities are categorised into activity-types according to the communication goals that they realise. The six activity-types cover the range of language use which should be promoted in the language classroom. (Book 2, pages 21 et seq.) See also *Table 3: Table of language use* in Book 2.

Affective development: Emotional development.

Assessment: The practices and procedures for monitoring and measuring learners' performance in relation to goals and objectives. (Book 3, Section C.)

Background-speaker: A learner who has a home background in the target language. (Book 1, pages 7–8.)

Cognate: A word in one language which is similar in form and meaning to a word in a related language, e.g. 'brother' (English) and 'Bruder' (German).

Cognitive processing skills: Skills which enable learners to understand and share values, attitudes, and feelings, process information, and think and respond creatively. (See *Cognitive processing skills*, Book 2, *Appendix 1*, p. 56.)

Cohesion: The grammatical and/or lexical relationships that exist between the different elements of a text. Where the interpretation of any item in a text requires making reference to some other item in the text, there is cohesion. (Book 2, *Appendix 2*, page 53.)

Communication strategies: Strategies which are used to organise and maintain communication. Communication strategies may be receptive and/or productive. (See *communication strategies*, Book 2, *Appendix 1*, page 57.)

Communicative data: The range of information in the target language which is used as a basis for classroom activities.

Content: The content of a syllabus comprises the goals, objectives, suggested activities (categorised into activity-types), and specific content to be integrated into activities and used for specific instruction in exercises. (See Diagram 2, Book 2.) **Specific content** refers to specific items to be learnt, either when they are *deliberately focused on in exercises* or *integrated into activities. Checklists of Specific Content* are provided for each Stage. They include suggested contexts/roles/relationships, likely communicative functions, likely general notions, suggested gram-

matical areas, and likely modes of communication. (See Book 2, *Appendices 1* and *2*.)

Criterion-referenced assessment: The practice of measuring a learner's performance against prespecified criteria. The aim of criterion-referenced assessment is to ascertain whether learners are able to carry out specific tasks. (Book 3, Section C, page 44.) This form of assessment can be compared with **norm-referenced assessment** where a learner's performance is measured against the performance of another learner or group of learners whose scores are given as the norm.

Curriculum: The ALL Project views the curriculum as a jigsaw of interlocking parts. The parts are: the syllabus, strategies for teaching and learning in the classroom (based on the eight *Principles of language learning*), an assessment scheme, learning resources (including people, materials, equipment, and learning conditions — time/group/space allocations), and strategies for evaluating all aspects of the curriculum. (Book 1, page 5.)

Curriculum renewal: An evolutionary process which involves teachers in critically examining their curriculum, and amending it in response to changing learning and teaching circumstances on the one hand, and the latest developments in the theory of language teaching and learning on the other. (Book 1, pages 5–6, and Book 4, pages 3 et seq.)

Dimensions of language use: Activities are grouped into broad dimensions of language use. It is proposed that there are three basic dimensions of language use which are relevant to the majority of school language learners: an interpersonal dimension, an informational dimension, and an 'aesthetic' dimension. (Book 2, page 24.) See also *Table 3: Table of language use* in Book 2.

Discourse: A general term for examples of language use, i.e. language which has been produced as the result of an act of communication. Whereas 'grammar' refers to the rules a language uses to form grammatical units such as clauses, phrases, and sentences, 'discourse' refers to larger units of language such as paragraphs, conversations, and interviews. (Richards et al., 1985.)

Discourse distance: According to Moffett (Mohan, 1987 page 110), discourses can be arranged in order of increasing distance, from 'reflection' (interpersonal communication where the self is both sender and receiver, and distance is therefore at a minimum), through 'conversation' and 'correspondence', to 'publication' (where communication is impersonal and to a large anonymous group extended over space and time). (Book 2, page 27.) A second type of distance is **sender-topic distance** which ranges from 'drama' to 'narrative', and 'exposition' to 'argumentation', where there is increasing abstraction. (For further reading, see Mohan 1987.)

Evaluation: The process of measuring the effectiveness of the curriculum. Evaluation is an integral part of the processes of curriculum renewal and teacher development. It is designed to ensure that what is being done in the classroom is worthwhile, effective, and sufficient. (Book 4.)

Exercise: An exercise focuses on one or more elements of the communication process in order to promote learning of the items of language, knowledge, skills, and strategies needed in communication activities. (Book 2, page 19.) Exercises can be 'shaping' exercises or 'focusing' exercises. **Shaping exercises** are exercises which develop and structure language within an extended piece of discourse (e.g. cloze exercises, substitution tables, matching exercises, dictation, etc.). **Focusing exercises** are exercises which focus on elements of the communication process (forms, skills, and strategies). (Book 2, pages 20–21.)

Exponents: The language items (vocabulary, structures) needed to realise functions, e.g. the function 'asking for directions' might entail the following exponents: 'bank', 'harbour', 'museum', 'can you tell me where X is, please?', 'where is X?' (Book 2, page 54.)

Focus wheel: A tool for programming which outlines in one diagram all of the various elements that need to be considered in programming, and at the same time demonstrates how all of the elements are interrelated. (Book 2, page 46.)

Form: Elements of pronunciation, vocabulary, and grammar.

Framework of Stages: A mechanism proposed by the ALL Project for the organisation of language syllabuses and programs. The Framework of Stages represents a series of progressive, interlocking, and age-related Stages which are applicable to the teaching of all languages in Australia. These comprise Stages A, B, C, and D at primary level, and Stages 1–5 at secondary level. (Book 1, page 32, and Book 2, pages 5 et seq.)

Function: The purpose for which an utterance or unit of language is used. A function is often described as a category of behaviour, e.g. requesting, apologising, getting things done, making arrangements, expressing abuse, etc. (Book 2, *Appendix 1*, pages 52 et seq.)

Genre: A particular class of speech events which are considered by the speech community as being of the same type. Examples of genres are: prayers, sermons, conversations, songs, speeches, poems, letters, and novels. They each have particular and distinctive characteristics. (Richards et al. 1985.)

Goals: The five broad categories of language learning goals which reflect the objective needs of school language learners who pursue their language learning through the Framework of Stages. The five broad categories are communication goals, sociocultural goals, learning-how-to-learn goals, language and cultural awareness goals, and general knowledge goals. (Book 2, page 17.)

Graphological features: Features of the writing system of a language.

Interlanguage: The type of language often produced by learners as they learn a second language. Since such language differs from both the learners' first language and the target language, it is said to result from learners' interlanguage system. (After Richards et al. 1985.) Learners can be said to progress through different stages of interlanguage towards background-speaker norms in the target language. See also *Stabilisation.*

Interlocutor: A person engaged actively in a conversation.

Kinesics: The study of non-linguistic body motion and its relation to communication.

Language resource: The language and related skills and strategies that the learner has acquired in the course of learning the target language. (Book 2, page 19.)

Learning-how-to-learn skills: Skills which enable learners to take responsibility for their own learning, and to learn how to learn. Learning-how-to-learn skills include specific listening, speaking, reading, and writing skills. (See *Learning-how-to-learn skills*, Book 2, *Appendix 1*, page 57.)

Mixed ability grouping: A classroom organisational strategy where learners of different abilities and achievement are grouped and taught together in one class.

Mnemonic techniques: Techniques to help learners to remember, or to improve their memory.

Modes of language use: A term used to refer to individual macroskills (listening, speaking, reading, or writing) or combinations of macroskills (conversation, correspondence) used to carry out a particular activity. (Book 2, p. 24.) See also *Table of language use.*

Needs (objective and subjective): Objective needs are those needs which are agreed by social consensus, but not necessarily felt by the learner. Subjective needs are those evolving needs which are determined in response to the aspirations, interests, and learning styles of individual learners. (Book 1, page 17.)

Notions: Meanings and concepts that learners need in order to communicate, e.g. duration, time, space, etc. (Book 2, *Appendix 1*, page 53.)

Objectives: Objectives are derived from goals. They refer to what learners are expected to be able to do at the end of a given period of instruction. (Book 2, pages 33, 42.) Objectives may be general or specific. General objectives state what learners will be able to do in terms of language use for a purpose, e.g. 'Learners will be able to invite visitors from the target language community to a picnic'. (Book 2, page 33.) Specific objectives state what learners need to be able to do in order to achieve a general objective, e.g. 'Learners will be able to use the formal register', 'Learners will be able to ask for a reply to an invitation'. (Book 2, page 42.)

Organisational focus: The grouping of activities for syllabus design or programming purposes, e.g. activities may be grouped under a particular theme, topic, skill, genre, literary genre, project, text, topic from another curriculum area, or a combination of these focuses. (Book 2, page 33.)

Principles of language learning: Eight principles to guide the process of language learning and teaching. (Book 1, page 17 et seq., and Book 3, page 3.)

Program: A description of the planned learning of a class, group, or individual learner over a given period of time. (Book 2, page 38.)

Psycholinguistics: The study of (a) the mental processes that are used to produce and understand language, and (b) how humans learn language. (Richards et al.,1985)

Realia: Objects such as artefacts, costumes, models, etc. used to relate classroom learning to the daily life of the target language community.

Register: A speech variety used by a particular group of people usually sharing the same occupation or interests. (Richards et al., 1985.)

Sender-topic distance: See *Discourse distance.*

Setting (1): The time and place of a speech event (a particular instance when people exchange speech). For example, a conversation may take place in a classroom, a garden, or a church, and it can take place at any time of the day. The setting of a speech event may have an effect on what is being said and how it is said. (Richards et al., 1985.)

Setting (2): A classroom organisational strategy where learners are grouped by achievement level in a particular subject and are taught that subject together as a class or group. (Book 3, page 8.)

Skills: Refers in the main to *Cognitive processing skills* and *Learning-how-to-learn skills* (which include specific listening, speaking, reading, and writing skills). A list of cognitive processing skills is provided in Book 2, *Appendix 1*, pages 56–57, and a list of learning-how-to-learn skills is provided in Book 2, *Appendix 1*, page 57.

Note: The four macroskills (listening, speaking, reading, and writing) which are often given prominence in language syllabuses as the units of organisation, and combinations of them, are described in the *ALL Guidelines* as *modes of language use*; the unit of organisation in an ALL syllabus is the *activity-type.*

Sociocultural data: Information about the social and cultural aspects of a community.

Stabilisation: A process which sometimes occurs in which aspects of pronunciation, vocabulary usage, and grammar may become fixed for a period of time. This is in contrast to 'fossilisation', where incorrect linguistic features become a permanent part of the way a learner speaks or writes the language. See also *Interlanguage.*

Stage: See *Framework of Stages.*

Strategies: See *Communication strategies.*

Streaming: A classroom organisational strategy where learners are grouped according to general ability, based on IQ and/or general subject grades, and are taught all subjects together as a class or group. (Book 3, page 8.)

Syllabus: That part of the curriculum jigsaw which describes the planned content (goals, objectives, activities, and specific content) of learning. A syllabus based on the *ALL Guidelines* will also include a general statement on method, resources, assessment, and evaluation. (Book 2, page 1.)

Table of language use: The ALL Project's conceptualisation of classroom language use. The components of the table of language use are *activities, activity-types, modes of language use,* and *dimensions of language use.* (Book 2, pages 22 et seq.)

Target language: The language which is being learnt.

Text-types: Materials and resources which provide learners with information in the target language. Text-types may be spoken or written, e.g. announcements, songs, advertisements, work-sheets, timetables, recipes, etc. (Book 2, *Appendix 2.*)

Unit of work: A short-term program of work; the *activities* in the unit of work may be integrated by an *organisational focus*. A long-term *program* is likely to be made up of a series of units of work, which aim collectively to achieve the goals set out in the long-term program. (Book 2, pages 40 et seq.)

Utterance: What is said by any one person before or after another person begins to speak. (Richards et al. 1985.)

Bibliography

RICHARDS, J., PLATT, J., and WEBER, H. *Longman Dictionary of Applied Linguistics.* Longman, Harlow, Essex, 1985.

BEST COPY AVAILABLE